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The program will concentrate on extending sociological knowledge and understandings hrough the study of such disciplines as social psychology, anthropology, and educational ociology and psychology. In addition, first-hand laboratory experiences with culturally isadvantaged children in school and community situations will supplement the academic ortion of such preparation. Student teaching will not be limited to one classroom situation wo levels of team teaching will be used; the trainee will be included in a team composed of variety of social workers; interns will be placed with a team of teachers in a specific ubject area.

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PREPARATION OF TEACHERS FOR URBAN AREAS

Introduction

Only recently have educators in public schools and colleges given particular attention to the needs and problems of large numbers of children and youth in metropolitan school systems. These are the youngsters who are labeled "the culturally deprived" or "the disadvantaged" in the current writings of educators and sociologists. It is expected that the problems which urban school systems face in dealing effectively with such children and youth will continue to grow in size and in numbers in the years ahead. Population movements and trends in the United States point toward increasing concentration of population in expanding metropolitan areas, and as these urban centers grow, there is the accompanying expansion of slum areas in size and in terms of numbers of people.

The slum areas of our large cities are those "grey areas" where housing is poorest, the crime rate is the highest, and congestion is greatest. These are the areas where problems of delinquency, lack of skills for economic self-sufficiency, mobility, and migrancy are ever present. Slum areas have the highest rate of unemployment and welfare costs. Obviously, conditions such as these create serious problems for the public schools located in these areas. In attempting to educate culturally deprived children, the school faces negative, or at best apathetic, attitudes toward education. In addition, more often than not the values of teachers, the content of the curricula, and the purposes of these schools are inappropriate for culturally deprived children and youth. Consequently, it is not surprising that rates of absenteeism are high, motivation toward school success is poor, academic achievement is low, and the number of failures and drop-outs is high.

Another aspect of the schools' problems has to do with the mobility pattern of teachers within large city school systems. It is a pattern which generally shows

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those teachers with tenure in the system migrating away from slum area schools to more "favored" schools housing middle and upper class children. Replacements for these teachers are usually inexperienced or teachers new to the system or both. The impact of this pattern is quite clear. The very children who need strong, experienced, understanding teachers do not get them. On the contrary, the quality of the educational programs for these children suffers.

The typical programs of teacher preparation at present in effect in colleges and universities provide insufficient and inadequate preparation for teaching disadvantaged youngsters. Sociological studies reveal that teachers, as a group, are middle class in terms of their attitudes, values, and mores. Generally, their preparation has provided little in the way of special knowledge, understanding, or experience to prepare them for dealing with culturally deprived children and the kinds of environments from which these pupils come.

Proposal

In the light of the foregoing factors, it is proposed that a program be established at Syracuse University to prepare teachers specifically for working with culturally deprived children and youth. It is our contention that teachers for the culturally deprived need special preparation that has specific focus on the needs and problems of this social group. If these teachers are to be effective in school situations and offer better educational programs to pupils, such preparation should concentrate on building broad sociological knowledge and understandings through the study of such disciplines as sociology, social psychology, anthropology, and educational sociology and psychology. In addition, first-hand laboratory experiences with culturally deprived children and youth in school and community situations should relate to and supplement the academic portion of such preparation.

As in the past, expanding knowledge of the various groups in our society brought about specialization in education, so today's schools are facing the need for teachers who are especially prepared for and committed to teaching disadvantaged children and youth. It is believed that the program proposed in the following

pages will mark a beginning at meeting this need and developing in teachers the necessary professional commitment.

Several factors argue for the establishment of this program at Syracuse University:

1. The city of Syracuse is the center of a large and expanding metropolitan area with a population of 452,632 and is representative of a number of such areas.

2. Syracuse faces the usual urban problems inherent in slum sections where poverty, high crime rate, low educational level, and unemployment are prevalent.

3. A major urban-renewal project is currently underway in the southeast section of the city adjacent to Syracuse University. This is a project involving the relocation of families now living in the largest slum section of the city. Undoubtedly, new problems of a sociological and educational nature will develop as this project continues.

4. Syracuse University and the Syracuse Public School System are currently cooperating in the development of the New York State and Ford Foundation-sponsored Madison Area Project, an experimental demonstration project aimed at improving the learning potential of children and youth in a culturally disadvantaged section of Syracuse. The MAP centered originally on Madison Junior High School with plans to demonstrate an educational program adapted to the needs of culturally deprived youngsters. In the near future the Madison Area Project will also involve two elementary schools and a senior high school. The preliminary planning and collaboration that has been carried on in the development of this proposal insures the use of the MAP schools for professional laboratory experiences.

5. The Youth Development Center, supported in part by the Ford Foundation, provides another excellent resource for the purposes of this proposal. The specialized knowledge, services, and skills of its personnel will be available in the implementation of this program of preparing teachers. Tentative possibilities for such involvement of the Center that have been discussed are:

a. Staffing of the inter-disciplinary courses or seminars. The professional preparation and experiences of the Center staff members

make them particularly well qualified to develop with the trainees of the project the sociological-anthropological-psychological background and understandings of culturally deprived groups which are deemed necessary. Although existing courses will be used when possible, it is anticipated that new courses or seminars may have to be developed so as to obtain the specific content and focus desired for the trainees of this project.

b. Research and evaluation. This proposal is based on the idea that teachers for culturally deprived children and youth need special preparation. As yet, there are no definitive answers concerning such preparation--what it should consist of and what emphases should be given. It is hoped that the implementation of this proposal would provide some tentative answers, some suggestions and generalizations that would have implications for institutions preparing teachers. To this end, a sound and comprehensive program of evaluation and research is required. The Youth Development Center with its experience in sociological research offers unusual resources for carrying on this aspect of the proposal.

6. The School of Social Work is another resource of Syracuse University which would be available to contribute to this proposal.

The School of Education, Syracuse University, and the various social agencies in the city of Syracuse have cooperated for a number of years in providing students with experiences in working with children and youth in out-of-school situations. These required experiences have been a part of the existing programs of teacher preparation in the School of Education. The continued cooperation of these social agencies is expected as the program of this proposal develops.

The close tie-in of the various resources mentioned in items 4, 5 and 6 above requires additional elaboration. As seen here, the combined and cooperative efforts of Syracuse University and its resources, the Syracuse Public School System through

the Madison Area Project especially, and the social agencies of the city of Syracuse will be brought to bear upon the problems of preparing teachers for service in disadvantaged areas. Such a total involvement of community and educational institutions will be unique and may be impossible to effect in most other large cities.

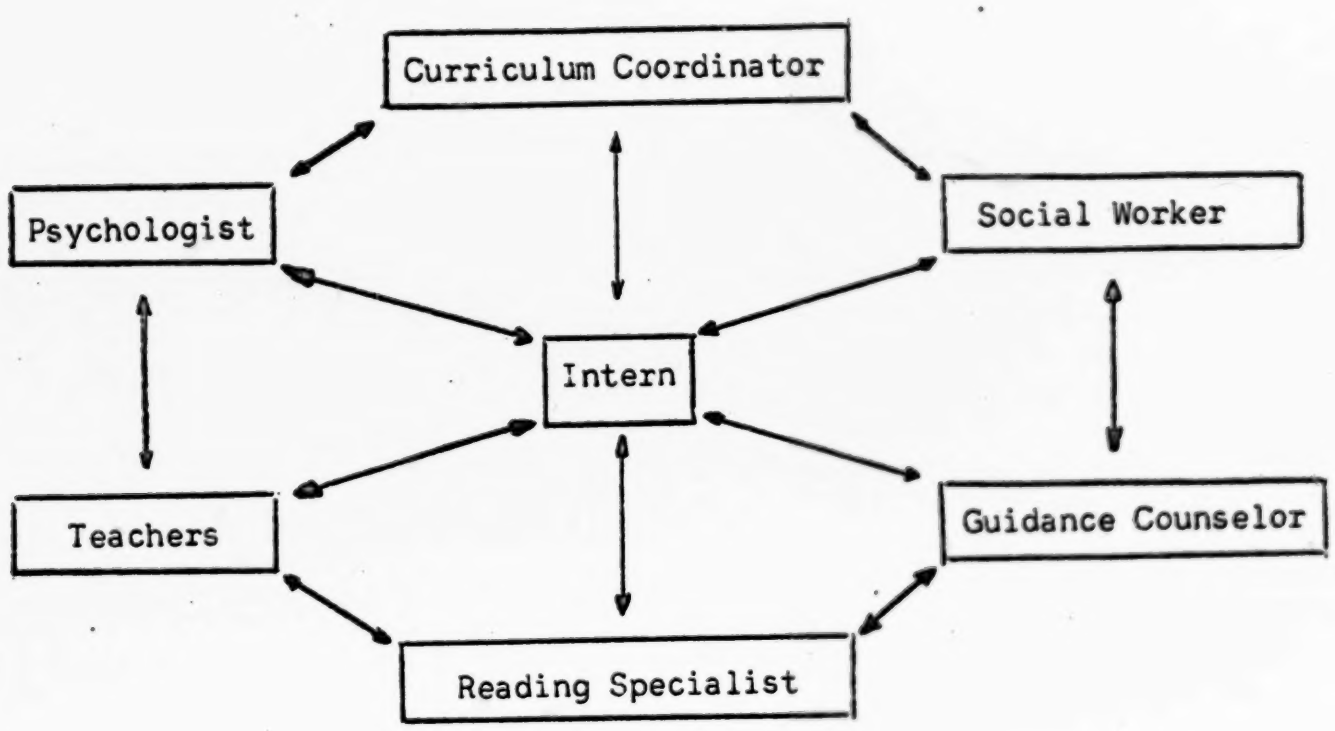
Basic to the implementation of this proposal is the idea of a very real partnership between the University and the Public schools. Such a partnership has already developed through the work which the School of Education has done with the Madison Area Project. This project would build upon the existing cooperative efforts. As requested by the MAP, the School of Education conducted a comprehensive and analytical survey of Madison Junior High School and the community which it serves. The recommendations of the survey are serving as guide lines for the future work of the MAP. A similar study of the elementary schools which relate to the Madison Junior High School is currently being carried on by MAP and the School of Education. In addition, the School of Education cooperates in the selection of personnel for the Madison Area Project. Thus, the foundation for intensive school-university cooperation has been established.

The key role which the Madison Area Project will play in providing vital laboratory experiences should be emphasized. The program described on the following pages integrates academic study with first-hand experiences in school and community situations. However, this proposal envisions a great deal more than the usual laboratory experiences found in the typical teacher preparation program. For example, student teaching normally consists of placing a student teacher with a supervising classroom teacher for observation and the gradual assumption of teaching responsibilities. In most cases the student teacher's experiences are limited to working with one teacher in one classroom with very limited, if any, opportunity to learn about the role of other educational specialists and personnel.

In contrast, a very important clinical aspect of the program of this proposal will be the use of and experiences for the trainees in the team teaching approach to school instruction. Team teaching has already been implemented in Madison Junior

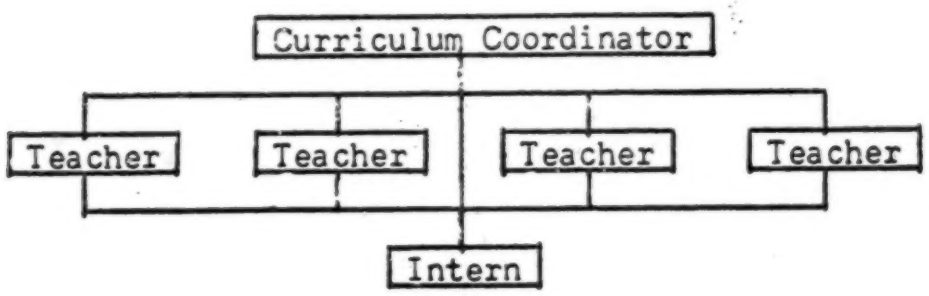
High School. Planning for a similar organization in the two elementary schools to be integrated into the Madison Area Project is being done. Thus, the interns under this proposal will be assigned to teaching teams in the MAP schools for both their initial summer's laboratory experiences and their semester of full-time internship.

There will be two levels of team teaching experiences as planned here for interns. One will be to include the trainee in a team composed of a variety of school workers. These teaching teams include curriculum coordinators, classroom teachers and other school workers such as guidance counselors, school psychologists, social workers, reading specialists, and the like as needed. The relationships planned can be shown thusly:



Students will learn through being an active, participating, and contributing member of these teams how each school worker contributes to the total school attack on the problems of educating culturally deprived children and youth.

A second team teaching level will be the placing of interns with a team of teachers in the specific subject area. Such teams, with the guidance of a curriculum coordinator, plan specific curriculum practices and experiences for pupils throughout the school year. Each intern will be an integral part of the teaching



Program

To accomplish the purposes of this proposal, the following program for the preparation of teachers of the culturally deprived is offered. The amount of time necessary for the planning, implementation, follow-up and evaluation of the program will be three and a half years. Descriptions of the program reads as follows:

Fifth Year Program with Internship.

This program provides special preparation for teachers of elementary, junior, and senior high schools. Such preparation will be structured so as to develop and emphasize the knowledge and understandings necessary for teaching the disadvantaged. A concentration of study in the areas of sociology, anthropology, social psychology, and developmental educational psychology will be planned. The study of methods and materials of teaching and curriculum will emphasize the special needs of culturally deprived groups, both children and parents. Clinical laboratory experiences in school and community situations will be integrated with the various academic aspects of the students' preparation. The focus of this preparation will be a full-time, supervised internship in Madison Area Project schools, described previously on pages 6 and 7.

The recruitment and selection of students for admission to this project are aspects of vital importance. It is assumed that the challenge of teaching culturally deprived children and youth and the satisfaction of this kind of social service will be powerful inducements in attracting potential candidates. Whether or not these individuals can afford to assume the expenses of the required program of two summer sessions and an academic year, at the minimum, is a moot question at this point, and one which may require reconsideration as the project progresses.

Candidates for the program would include both liberal arts graduates who have had no previous preparation for teaching and graduates of teacher preparation programs.

For purposes of recruiting liberal arts graduates, relationships with a number of "cooperating" colleges and universities will be established. The existing working relationships developed by the Ford Foundation-sponsored Four University Project involving the University of Buffalo, Cornell University, the University of Rochester, and Syracuse University will be utilized. As the programs of the Inter-University Project have developed at each institution, knowledge and experiences have accumulated with regards to recruitment, selection, and screening of candidates as well as the development of policies and experiences for the internship semester. This project will capitalize and draw on this knowledge and experience as the programs planned herein are implemented. With the relationships of the Inter-University Project to build on, additional colleges and universities will be involved as needs and interests dictate.

It is anticipated that there will be at least two sources of candidates who are graduates of teacher preparation programs. One will be new graduates who wish to go immediately into graduate study and at the same time obtain special preparation for teaching culturally deprived children and youth. A second source will be experienced teachers who are employed by metropolitan school systems and assigned to teach in slum area schools. It is hoped that the school systems would send such teachers to this program for the special preparation and re-orientation offered. Upon completion of the program, these individuals would then return to their school systems to serve as skilled teachers, as well as faculty leaders, in developing educational programs for the culturally disadvantaged.

The cooperative relationships of the various institutions and school systems contributing to this project are graphically presented on the following page 10.

As described earlier, the program will give heavy emphasis for all candidates of study in those disciplines which develop understandings of the culturally deprived--sociology, anthropology, social psychology, and the like.

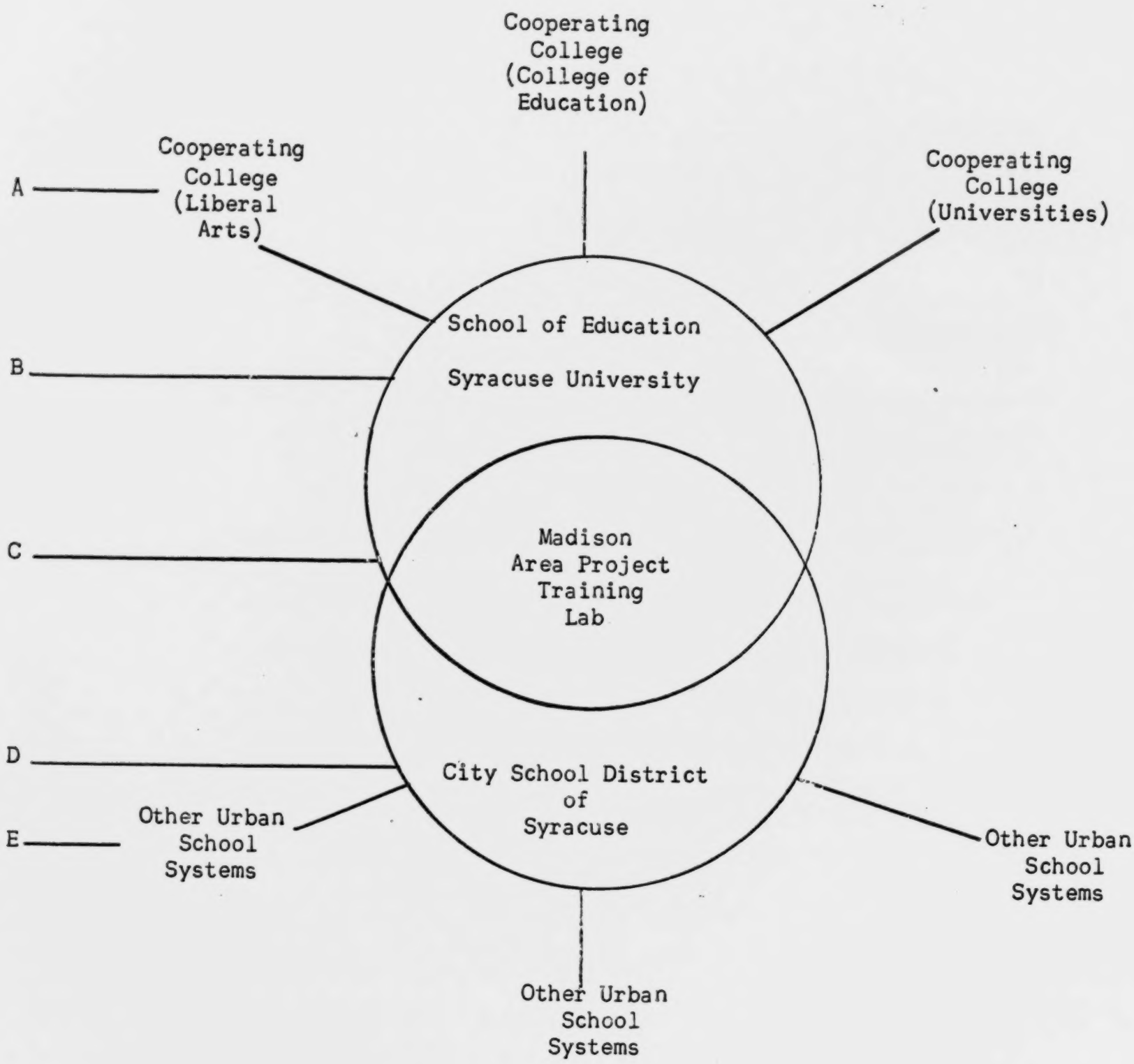
Beyond this common thread in the program, however, there will be considerable flexibility in content so as to adjust to the differing backgrounds of preparation among the participants.

The liberal arts graduates will come into the program with strong content preparation in the academic field. Thus, there may be little need for additional content courses. Instead, the program of these students would emphasize professional education related specifically to culturally deprived children and youth. Principles of learning, child and adolescent psychology, techniques and materials of teaching and curriculum would be focused on the special needs of the culturally deprived. Since these students will have had no previous preparation for teaching, a belief in the philosophy and techniques of team teaching will be more easily developed through the laboratory experiences in school and community agencies which will be integrated with the professional preparation. The team teaching approach will receive additiona support through the experiences of the internship semester when students will be assigned to teaching teams rather than to one supervising teacher as is usual in most student teaching or internship programs.

For the graduates of teacher preparation programs, this project will re-focus or re-direct their previous orientation to teaching on the specifics required in teaching culturally deprived children and youth. Their concepts, attitudes, and philosophical beliefs concerning curricula, methods of teaching, the development of children from deprived environments, achievement, and the like, will be changed through the academic requirements and internship experiences with teaching teams provided in this program. In addition to the core of study in sociology, anthropology, and psychology, further study in the content of their fields of teaching may be required of these candidates to insure breadth and depth of subject matter background.

It has been noted that key factors in the educational problems of the culturally deprived and the rate of school drop-out are poor reading ability and generally low achievement levels in all basic skills.

Internship Schematic Portrayal



A. Cooperating colleges - assist in the identification of superior candidates and feed to the School of Education, Syracuse University.
B. School of Education, Syracuse University - central institution for preparation of teachers for culturally handicapped children.
C. Madison Area Project - laboratory for much of the field experiences of prospective teachers.
D. City School District - urban school system where candidates serve paid internships and where many teachers may finally be employed as full-time teachers.
E. Other Urban School Systems - employers of the project graduates. These systems will also aid in evaluation procedures.

With this in mind, the professional education study in this project will stress the development of special teaching competencies in the fundamental skill areas. For candidates who will teach at the secondary school levels emphasis will be given to the teaching of reading with diagnostic and remedial techniques and on the practical relationship of their subject field to the lives of the urban youth with whom they will work.

To develop these special competencies in the teaching of reading and arithmetic excellent resources are available within the School of Education. The Reading Center, under the direction of Dr. William Sheldon, offers courses in the basic teaching of reading as well as diagnostic and remedial reading. The Arithmetic Studies Center, with Dr. Vincent Glennon as Director, offers content and methods courses in the teaching of arithmetic and courses in diagnostic and remedial methods of arithmetic instruction.

Evaluation will be an integral and important aspect of this project. An underlying assumption in this proposal is that teachers of culturally deprived children and youth need a different and specialized kind of preparation than that provided in typical teacher preparation programs. It is further assumed that such preparation will enable these teachers to make a more effective and positive impact in the lives of the youngsters with whom they work. However, these assumptions can only be verified through a program of evaluation that will systematically attempt to determine the effectiveness of this program of preparation. Specific criteria, methods, and instruments will be developed for the follow-up and appraisal of teachers who complete the program. The resources of the Department of Psychology and the Psychological Research Center, Syracuse University, will be used in developing measures of appraisal. Dr. George Stern, a member of both the Department of Psychology and the Psychological Research Center, Dr. Joseph Masling, of the Department of Psychology, Dr. David Hunt, who is in both the Department of Psychology and the Youth Development Center, and Dr. Eric Gardner, Chairman of the Department of Psychology, are indicative of the expert and experienced personnel available.

The program of evaluation will appraise teacher effectiveness, teacher behavior, classroom climate, and other aspects through the use of specific instruments and through systematic, periodic visits and reports by observers, supervisors, and project personnel.

To implement the program of preparation and its evaluation, a three and a half year plan (with possible limited extension for continued follow-up and evaluation) is proposed. The minimum preparation required for selected candidates will include an initial summer session, the following academic year, and a concluding summer session. In terms of numbers, this proposal will aim at twenty to twenty-five students annually. The general organization of the program will be as follows:

First Summer Session

Immediate experiences with culturally deprived children and youth will be provided through participation in the summer school programs of the Madison Area project schools. Trainees will be assigned to teaching teams in elementary and junior high schools during the morning hours that these schools will be in session. A wide variety of experiences will be available including work in individual youngsters, small and large groups, and parents. This initial work will introduce the trainees to the team teaching approach in school situations and to school programs planned for pupils on a yearly basis rather than the usual nine or ten months.

Concurrent with this direct experience, related seminars in child development and in the culture or sociology of deprived groups will be held. Seminar staff members will be serving in the MAP schools summer programs as consultants and resource people to both faculty and trainees. They will thus be able to relate the seminar study to the actual experiences of the trainees in the school situations. In this way both aspects of this first summer session will be integrated and make for a more meaningful total experience.

Academic Year

During this period trainees will have one semester of academic work and one semester of full-time, paid internship in MAP schools. For the internship experience each trainee will be assigned to a teaching team and carry on responsible

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classroom teaching in addition to a wide variety of other school experiences--individual child study and guidance, diagnostic and remedial work with individuals and groups, social work experiences, home visits, evaluation of instruction, curriculum planning, and the like. Guidance and supervision will be provided each intern by members of the teaching team to which he is assigned, curriculum coordinators in MAP schools, and the project staff. Weekly seminars will be conducted by project staff and teaching teams to help interns deal more effectively with problems, evaluate progress, prepare instructional materials, plan future work, etc.

One-half of the total group of trainees will be completing the internship during the fall semester while the other half will be involved in academic study. In the spring semester the two groups will exchange, although the academic program will differ as dictated by individual needs and backgrounds. For all trainees, however, a portion of the academic program will consist of a common core of study in the sociological-anthropological-psychological areas giving special emphasis to the culturally deprived groups. The remaining academic programs for the liberal arts graduates will contain work in professional education such as principles of learning, techniques and materials of instruction, diagnostic and remedial processes, curriculum planning and organization. For the graduates of teacher preparation programs additional study in the content of their teaching fields will be planned as well as work in diagnostic and remedial techniques in the basic skills areas.

Second Summer Session

No specific requirements will be established for this final phase of the program. Instead, it will be very flexible and an apportunity to meet specific needs of individual trainees. Throughout the preceding preparation careful, cumulative records will be kept for each student, and it is anticipated that project staff members will have developed close understandings and relationships with these participants. Thus, as trainees and staff assess strengths and weaknesses in individual conferences, each trainee's program for this second summer will be planned to meet specific needs or build additional strengths.

Some trainees may be assigned to MAP summer schools for additional classroom experiences, others may complete more content study in their fields of teaching, and still others may continue to build special competencies in professional education areas.

By way of summary, it is felt that the program described above offers several unique strengths and opportunities for the preparation of teachers for disadvantaged children and youth:

1. The program can draw upon the varied talents and resources of the University, including School of Education faculty and Centers, the Youth Development Center, the School of Social Work, and the various departments of the College of Liberal Arts as needed.

2. A very real and unique partnership has been established between the University and the Syracuse Public School System. The schools of the Madison Area Project will provide the setting for internship experience of this program.

3. Although the Madison Area Project is developing curricula appropriate to the needs and problems of the culturally disadvantaged, there is an accompanying demand for teachers who are specifically prepared for and committed to teaching these kinds of pupils. The program proposed here is designed to meet this demand for teachers and thus to complement the work of the Madison Area Project.

4. The central focus of this program will be the clinical laboratory experiences of the internship. Trainees, as members of teaching teams, will be involved in school and community situations with disadvantaged children and adults. Critical and analytical supervision during the internship will be provided by public school and social agencies personnel as well as the project staff. The necessary academic aspects of the program will be integrated with and bolstered by this clinical, first-hand internship experience.

5. The use of the second summer session as a flexible opportunity to meet individual needs of the trainees is a unique and positive aspect of this program. Again, the academic resources of the University as well as laboratory experiences in MAP summer schools will be available in planning for each individual trainee.

THE NEED FOR FOUNDATION FUNDS

Syracuse University seeks support from the Ford Foundation to carry on these experimental programs of special preparation for teachers of culturally deprived children and youth during the initial three-and a half year period. While present faculty personnel of several schools and colleges within the University will contribute substantial amounts of service to the project, some staff replacements are necessary in order to free present faculty members to give full attention to the implementation of the project. The enclosed budget itemizes the need for funds to carry out the program proposals made here.

Resources and Personnel

The following list of departments, organizations, and personnel would be available to the project and serves to indicate the scope of cooperative working relationships that are envisioned:

School of Education, Syracuse University	Acting Dean Robert C. Stewart
Division of Teacher Education	Dr. Ernest J. Milner
Division of Special Education	Dr. William Cruickshank
Area of the Mentally Handicapped	Dr. G. Orville Johnson
Speech Correction	Dr. Scott Curtis
Area of Cultural Foundations of Education	Dr. Donald Adams
Area of Psychological Foundations of Education	Dr. Thomas Clayton
Area of Elementary and Early Childhood Education	Dr. C. W. Hunnicutt Dr. James Smith
Preparation of Guidance Counselors	Dr. W. J. Dipboye
Preparation of School Psychologists	Dr. William Anderson
Syracuse University Reading Center	Dr. William Sheldon
Arithmetic Studies Center	Dr. Vincent Glennon

Department of Psychology and Psychological Research Center	Dr. Eric Gardner
Department of Audio-Visual Communication	Dr. Donald Ely
Youth Development Center	Dr. Irwin Deutscher Dr. Lee Carey
Syracuse City School System	Mr. John Kane, President, Board of Education
Superintendent of Schools	Dr. Franklyn Barry
Madison Area Project	Dr. Mario Fantini, Director
Central High School	Dr. Edward Lang, Principal
Madison Junior High School	Mr. Joseph Bongo, Principal
Washington Irving Elementary School	Miss Eleanor Kennedy, Principal
Croton Elementary School	Mr. Emil Cost, Principal
College of Liberal Arts, Syracuse	Dean Eric Faigle, and Department Chairmen of Sociology, Anthropology, Social Psychology, and related disciplines.
School of Social Work, Syracuse University	Dean Howard Gundy
School of Speech, Syracuse University	Dr. Charles Smith
Social Agencies, City of Syracuse	Boy's Clubs
	Elmcrest Children's Center
	Dunbar Association
	Hillbrook Detention Home